

## USE OF THE THREE-STEP INTERVIEW TECHNIQUE IN TEACHING ESL SPEAKING

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### ABSTRACT

The objectives of this study were to examine: (1) Whether there will be a significant difference in speaking achievements between year 11 students taught ESL speaking using the Three-Step Interview technique and those taught through the teacher-centered approach. (2) What will be the response of the students taught ESL speaking using the Three-Step Interview technique towards its use. This study, using an experimental study method, was done with second year (year 11) students at MAS Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar District in the academic year 2016/2017. The sample for the research was two classes; XI<sub>IPA</sub>2 was the experimental class (EG) and XI<sub>IPA</sub>1 was the control class (CG). The sampling technique used was random sampling. The data was collected from speaking tests and a questionnaire. The data were analyzed by using the t-test for the speaking tests and percentage analysis for the questionnaire. After the treatment, the results from the data analysis showed that: (1) The Three-Step Interview technique was more effective than the teacher-centered approach for teaching ESL speaking, this was proven by the result from the t-test, in which  $t_{\text{count}}$  (3.41) was higher than  $t_{\text{table}}$  (2.00); (2) the EG students concerned had quite a positive response (81%) toward the use of the Three-Step Interview technique for use in their speaking class. Therefore, it can be concluded that the Three-step Interview technique effectively improved the students' achievements in ESL speaking skills as well as providing many other benefits for the students.

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## **INTRODUCTION**

Language skills cover listening, speaking, reading and writing. Of all four skills, speaking is considered as one of the most demanding that needs to be taken into account in ESL language learning (Chitravelu et al., 2005, p. 65). Being able to speak English is a very important thing for people to do facing the age of globalization, because it is used as a medium of communication by more people, all around the world than any other language.

As for language learners who learn English intensively, all such students are required to communicate in the language through speaking. Speaking can serve as a stepping stone for them to achieve success both inside and outside of learning institutions. Goh and Burns (2012, p. 21) agree that the development of good speaking and listening skills is an important aspect for the learners' language proficiency that will have a direct impact on their personal and professional success. Furthermore, students are urged to become language users, rather than just language learners. Richards (2008, p. 22) says the goal of learning speaking for learners is to engage them in communicative efficiency. The students are required to master English not only theoretically but they must also master it practically in order to be able to use it in reality. Nunan (1991, p. 39) argues that success in language learning is measured in terms of the ability to carry out a conversation in the target language. Someone will be categorized as a successful foreign language learner, when he/she can use the language in their communications both written and oral. Thus, speaking is obviously an essential skill that needs much attention in language teaching-learning.

In reality, students' ability in the mastering of ESL English speaking at senior high schools in Aceh is still far from the teaching-learning goals. This condition is due to several reasons. According to Ur (1996, p. 121), there are several factors which influence students' ESL speaking-learning. The familiar factors are inhibition, nothing to say, low or uneven participation and preferring to use their L1, mother tongue. Thus, these factors take into account some of the students' problems in mastering ESL speaking skills.

Based on a preliminary study done in August 2016, the problems mentioned above also affected the second grade, year 11, students at

MAS Tgk. Chiek Oemar Diyan, a boarding school in Indrapuri in Aceh Besar District. In teaching-learning speaking skills, the students often had numerous problems. The first problem was the students' inhibitions because of having poor vocabulary and grammar. The students were often shy to use English to say something in the classroom; they were reluctant to share their ideas verbally either to the teacher or to their classmates; and they were afraid of making mistakes and getting critiqued while they were speaking. The second problem was that the students were less interested to speak using their ESL English because they were seldom encouraged to be active in conversations. Hence, the students had very limited knowledge, almost no idea, of how to speak in EFL English. Use of their L1, mother tongue, was the next problem. The teacher seldom used English to communicate and interact with the students during the teaching-learning processes, so that the students were not familiar with listening to spoken English, and this influenced them to rely on their L1, mother tongue. The last problem was that the teacher did not use any special appropriate teaching strategy for teaching English in her classroom.

The teaching activities in this school focussed more on teacher-centered learning in which the teacher dominated all the teaching-learning activities. The teachers often provided the students with material and emphasized that the students must memorize it but not to modify it for use in their daily contexts. This low or uneven participation in the teaching-learning processes made almost all the students dependent and inactive. Consequently, the results of the students' speaking achievements was usually low, e.g. 68 was the average score, which was lower than the criteria for minimum competence (KKM) set for that grade at high school which is 75. This issue shows that speaking is still hard work at this school and there are many difficulties to achieve the target.

With the conditions as above, the writer assumed that the use of a suitable teaching methodology in the classroom could be one way that might help overcome some of the problems. So the teacher tried to find and use a more interesting, effective and active teaching-learning process. For this study, the writer proposed the use of one of the co-operative learning techniques, the Three-Step Interview technique, which is considered as one way to improve students' speaking skills. This technique was developed by Kagan (1994) who has defined the Three-Step Interview technique as an activity for building communicative inter-action through an interview process which

consists of several specific steps. The role of the student is divided into three during the processes viz: interviewer, interviewee, and reporter. Besides, Lipton and Wellman (1998, p. 75) have stated that the Three-Step Interview technique can play an important role to scaffold the learning of students in developing their speaking proficiency as well as their interactions in the teaching-learning processes. In addition, Kagan (1994) in Jacobs et al. (1997) has said that a variety of features involved in the Three-Step Interview technique are an effective way to develop techniques for teaching-learning speaking. These teaching-learning activities may motivate and activate the students to speak as well as to train them in the ways to ask, to answer and to share information. Due to this support, the writer believes that this technique can be used as an effective technique to use in teaching-learning speaking.

### **Research Questions**

1. Will there be any significant difference in speaking achievements between the year 11 students at Tgk. Chiek Oemar Diyan Islamic High School (MAS) who are taught-learnspeaking EFL English using the Three-Step Interview technique and those who are taught speaking through a teacher-centered approach?
2. How will the students concerned respond to using the Three-Step Interview technique for teaching learning speaking EFL English?

## **LITERATURE REVIEW**

### **Nature of Speaking**

The root word for speaking is “to speak”, a verb meaning to talk, discuss, describe, say or converse and to utter or deliver speech, and to communicate verbally, which means the action of conveying information or expressing one's thoughts and feelings in spoken language (Oxford, 1990). It also includes to address, lecture, hector, berate, gossip, whisper or shout . Speaking is a productive skill uttering words or sending messages orally. Hornby (1995, p. 826) wrote that speaking is expressing ideas or feelings using language. In addition, Chaney and Burk (1998, p. 13) have added that speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal actions or symbols, in a variety of contexts. It can be inferred

that speaking includes to express ideas, opinions or feelings to others by using words or sounds or articulations in order to serve a specific purpose, such as to inform, to persuade, to entertain, and such like.

In order to communicate with each other, speaking is one of the four language skills which have an important role in life. There are many purposes for someone to communicate verbally viz: 1) to speak one's mind, 2) to fulfill some communicative purpose, 3) to express and respond to a verbal communicative effort (Harmer, 2001, p. 48). In other words, speaking is a tool for verbal communication which is conditioned by the way in which it gives and gets information. Speaking is an interactive skill for verbal communication that is usually done between a speaker and a listener(s) which includes the conveying of messages from one person to another/others.

### **Teaching Speaking**

Teaching is the basis of education which plays a prominent role in developing speaking. Hornby (1995, p. 37) has defined teaching as giving instructions to a person or giving a person knowledge, skills, etc, while speaking means to make use of words in the form of understandable enunciation. Thus, teaching-learning speaking is giving instructions and showing a person how to communicate well verbally.

It is undisputable that English is taught as a foreign language in Indonesia, as English is not usually used for real life communication in Indonesian society. In this regard, teaching EFL speaking is not an easy job for teachers as well as for learners to learn. Therefore, both teachers and students have to work hard focusing on the development of their ESL speaking skills.

One of the aspects that may need attention in teaching ESL speaking is the areas of knowledge involved in ESL speaking skills. Nunan (2003) has divided them into three areas, viz: areas that are mechanical, functional (transactions and interactions), and social/cultural with accompanying rules and norms. Additionally, teachers should identify the principles of teaching ESL speaking which have been suggested and classified by Nunan (2003, p. 54-56) into five criteria, as follows: (1) Be aware of differences between the ESL L2, second language and the L1, mother language in the learning context; (2) Give students chances to practice to develop both fluency and accuracy; (3) Provide opportunities for students to talk by using group work, pair work and speaking assignments; (4) Plan speaking tasks that involve negotiation for meaning; and (5) Design classroom

activities that involve guidance and practice in both transactional and interactional ESL speaking. This indicates that teaching speaking ESL requires ways by which teachers can make students able to express their ideas, interact with others in many contexts, practice real ESL communication, and convey their meaning and influence others using ESL. Overall, the most significant aim of teaching-learning ESL speaking skills is to emphasize the promotion of communicative efficiency so that ESL students are actually able to use the language as fluently as possible with a purpose.

### **Significant Skills in Speaking**

This study was limited to several components of an ESL speaking performance that should be noted when someone speaks or when teachers assess their students' ESL speaking performances. Brown (2004, p. 157) has stated that to assess ESL speaking, a teacher should assign not one but several scores where each score will represent one of several traits, such as grammar, vocabulary, pronunciation, fluency and comprehensibility, viz:

- Grammar is a set of rules which explain the structural order of words, phrases, and sentences used in constructing the language
- Vocabulary is the words that a person uses from the language and Collocation is the appropriateness of the words used for the context in which they are used.
- Pronunciation, is the way to pronounce every single word acceptably
- Fluency is the ability to speak so that words flow together naturally
- Comprehensibility is the process of simultaneously constructing meaning through interaction by using language as needed in speaking so that the listener can understand the speaker's message

### **Function of Speaking Activities**

It is obvious that all speakers wish to produce sentences in the language to express their specific meaning. In the early stages, students need to be able to recognize a variety of language functions which are aimed at carrying out the purpose of the language. According to Omaggio (1986, p. 213) functions refer to "the hundreds of purposes for which people communicate, either orally or in writing." In this sense, expressing and transmitting information through communication

may well be done based on the intended target. As listed by Wilkin (1976) in Omaggio (1986, p. 213) there are six major types of language function: (i) judgment and evaluation, (ii) persuasion, (iii) argument, (iv) rational inquiry and exposition, (v) personal emotions, and (vi) emotional relations.

However, Brown and Yule (1983, p. 34) distinguish only three functions of speaking: namely, speaking as an interaction; speaking as a transaction; and speaking as a performance. First, speaking as an interaction is defined as a process of interaction between two or more speakers; it is commonly performed in face to face interactions such as conversations. Second, speaking as a transaction refers to the speaking process which is focused on what is said or done (Richards, 2008, p. 24) or can be said to be “primarily transactional language, which is primarily message-oriented” (Thornbury and Slade 2007, p. 20). Third, speaking as a performance refers to the speaking process which is focused on a product. Thus, speaking has diverse functions which are conducted in communication. Hence, the function of speaking is one area that students must be aware of in achieving their intended goal of speaking.

### **Types of Classroom Speaking Performances**

In a nutshell, there are two types of oral performance: monologue and dialogue, both of which play significant roles in the use of language for communication (Brown, 2001, p. 250). Monologue refers to a communication process which involves a speaker delivering information to other listeners or to an audience. Dialogue refers to a communication process where there are two or more speakers to promote social relationships (interpersonal) and information transfer (transactional). These types both need to be practiced and trained for to improve ESL speaking performances.

Mostly the competences of spoken language can be built in the teaching-learning process which actually takes place in a classroom. The teaching of oral communication skills in the classroom can be used for some types of speaking performances. Brown (2001, p. 271-274) has noted six categories that offer opportunities for students to train their ESL speaking skills for accomplishing communicative purposes – namely (i) imitative, (ii) intensive, (iii) responsive, (iv) transactional (dialogue), (v) interpersonal (dialogue), and (vi) extensive.

### **The Three-Step Interview Technique**

The Three-Step Interview (TSI) Technique is defined as a co-operative learning technique that can efficiently develop students' ESL speaking abilities. This technique is a useful instructional activity for the development of communicative purposes through the interview process which can influence the students' enthusiasm for learning ESL (Kagan, 1994; Kessler, 1992). By conducting the interview, the students not only have an opportunity to practice speaking but it also helps them become socialized (Kayi, 2006). It urges students to communicate in a specific conversational context in which each student has a role to play (Kagan, 1994, p. 13). The TSI provides an opportunity for students to work together in pairs and in groups. The students learn to communicate in English with three kinds of roles viz: interviewer, interviewee and reporter in the context of oral communication and at the same time they learn how to behave politely and properly with others.

As for the terms used in the TSI, actually there are three basic steps involved in this activity (Kagan, 1994, p. 13), viz: Step 1; Students form pairs within their group of four and conduct a one-way interview, where one is the interviewer and the other is the interviewee; Step 2: The partners switch roles - the interviewer becomes the interviewee and vice versa. Then Step 3: Each member acts as a reporter and shares their partner's response with the other members of the group.

Kagan (1994) in Jacobs et al. (1997) has written that a variety of features of the Three-Step Interview are effective ways to be used in teaching-learning speaking. This teaching-learning activity may motivate and activate students to speak as well as train them in manners viz: How to ask questions in an interview; how to answer questions in an interview and how to share information in a verbal report. As Lipton and Wellman (1998) have pointed out, the Three-Step Interview technique plays an important role to scaffold students in developing their speaking proficiency as well as their interactions in the teaching-learning processes.

### **RESEARCH METHODOLOGY**

This study was carried out with the second year (year 11) students from MAS Tgk. Chiek Oemar Diyan boarding school at Indrapuri in Aceh Besar District in the academic year 2016/2017. An experimental research study design was used. By using cluster random sampling, the



writer took two classes as the sample for this study. One class was the experimental group (EG) which was class XI<sub>IPA2</sub> and the other was the control group (CG) which was class XI<sub>IPA1</sub>.

The instruments used to collect the data for this study were tests and a questionnaire. A pretest and a post-test were used to collect the data concerning the ability of students in ESL speaking, pre-treatment and post-treatment. While, the questionnaire was used to support the data regarding the EG students' responses to the use of the TSI technique in their speaking lessons. The questionnaire had fifteen questions with a four point Likert scale for answers. These close-ended questions were adopted and modified from Cunningham (2000).

The tests of both the EG and the CG were done to identify the students' speaking ability before and after the treatments viz: the Three-Step Interview technique with the EG and the teacher-centered approach with the CG. The time taken by the writer for the treatments and the tests was 6, double-period lessons (6 x 2 x 45 minutes). Whereas, the questionnaire was only given to the EG at the last meeting after the post-test when each EG participant was asked to respond to fifteen questions in 15 minutes.

The techniques used to analyze the data from this study were the t-test to examine and interpret the data from the speaking tests and percentages to analyse the data from the questionnaire.

## **RESULTS AND DISCUSSIONS**

Below are the results based on the two types of data; the first type of data was taken from the tests of the EG and the CG, and the second type of data was obtained from the questionnaires completed by the EG. Data calculation was done manually without any computer software assistance.

### **Results from The Tests**

A speaking pre-test and post-test were done for both the EG and the CG. To analyze the data from the pre-tests and the post-tests in line with speaking skills, the scoring criteria used five aspects, viz: grammar, vocabulary, pronunciation, fluency and comprehensibility. The results were calculated by using statistical procedures to calculate the mean, the standard deviation and the t-test.

The t-test was used to examine the data from the pre-test for both the EG and the CG, to see whether there was any significant difference

in the students' speaking achievements of the two group before the implementation of any treatment. The t-test results from the pre-test are presented below:

**Table 1. Statistical Summary of Independent t-test on Pre-Tests for Both EG & CG**

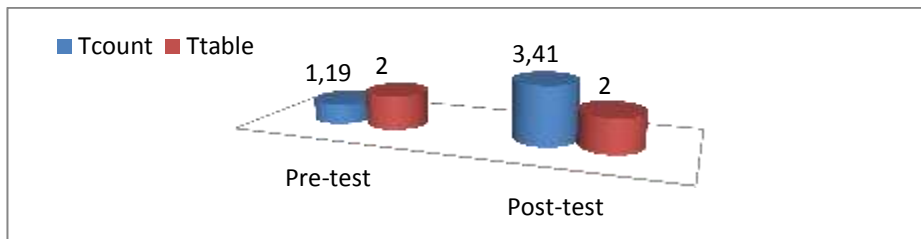
	EG	$S_{gab}$	$t_{count}$	Df	$t_{table}$	CG
<b>N (number of students)</b>	33	8.53	1.19	62	2.000	31
<b>x (mean)</b>	71					74
<b>S D (standard deviation)</b>	8.82					8.20

According to Table 1, the  $t_{count}$  from the pre-test scores of the EG and the CG was 1.19. Thus the  $t_{count}$  was lower than the  $t_{table}$  viz:  $1.19 < 2.000$ , which meant that  $H_0$  was accepted and  $H_a$  was rejected. Hence there was no significant difference between both groups for the pre-test.

**Table 2: Summary of Independent t-test on Post-Tests for Both the EG and the CG**

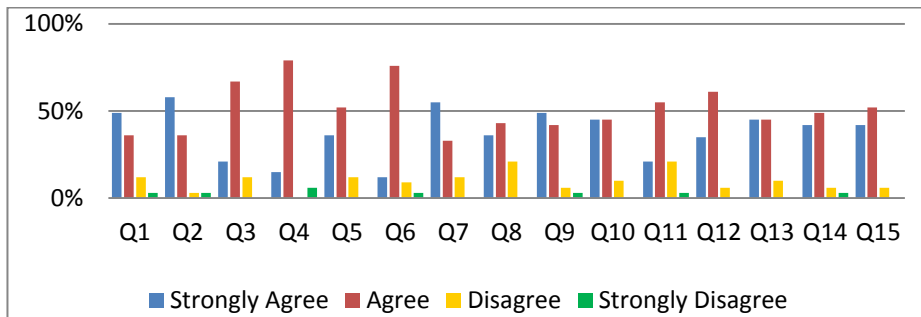
	EG	$S_{gab}$	$t_{count}$	df	$t_{table}$	CG
N (number of students)	33	10.30	<b>3.41</b>	62	2.00	31
X (mean)	84					75
SD (standard deviation)	10.51					10.08

As shown in Table 2, the  $t_{count}$  in the post-test was 3.41, which was higher than  $t_{table}$ , which was 2.00. Hence,  $H_0$  was rejected and  $H_a$  was accepted, which indicates that there was a significant difference between the performanc of both classes in the post-tests. Thus the EG students had significantly better speaking ability after being taught speaking using the Three-Step Interview technique than the CG who were taught speaking using the teacher-centered approach.



### Results from the Questionnaire

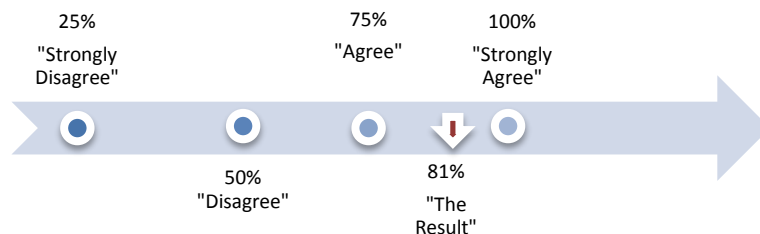
The data from the EG students' responses about the application of the Three-Step Interview technique in the speaking teaching-learning classroom were obtained from the questionnaire. There were 15 questions in the questionnaire sheet given to the 33 students in the EG at the end of the meeting. Questions numbers 1 to 4 were about the students' motivation, numbers 5 to 6 about the materials, numbers 7 to 12 about the techniques and numbers 13 to 15 about the media. The students' responded by selecting one of the four options. The chart below shows the frequency of each option for each question.



**Chart 1. EG Students' Answers to Questionnaire about the Use of TSI**

The chart above shows that the majority of the EG students expressed positive support toward the application of the Three-Step Interview technique in teaching speaking. It can be seen from the results of the questionnaire for each item. The calculations show that the strongly agree and agree items virtually have the same percentage, that is 46% and 47%, respectively. Whereas, on average 6% and 1% of the students chose the options of disagree and strongly disagree for all the questions on the questionnaire sheet.

Referring to the total score interpreted from the above, the strength of the questionnaire based on the Likert Scale can be illustrated in the following figure.



**Figure 2. Range of the Questionnaire Strength**

As a result, the interpretation of the students' average response was 81%, which reflects that the students had a positive response to the implementation of the Three-Step Interview technique in their ESL speaking teaching-learning processes. In other words, the Three-Step Interview technique motivated the students to learn and be positively contributed to improvement in their ESL speaking.

## **Discussion**

Related to the study findings, there are two points that need to be further elaborated in this discussion: first is the effectiveness of the TSI technique for improving the students' ESL speaking ability and second is the response of the EG students to the application of the TSI technique in teaching-learning speaking at MAS Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar.

### ***The Effectiveness of the TSI Technique on the EG Students' Speaking Achievements***

There was a significant improvement in speaking ability of the EG students who were taught using the Three-Step Interview technique compared to the CG who were taught using the teacher-centered approach.

The result showed that the new alternative TSI technique effectively improved the students' ESL speaking abilities. This refers to the five aspects that the writer assessed, namely: grammar, vocabulary, pronunciation, fluency and comprehensibility. The results from the pre-tests and the post-tests shows these differences.

In the pre-test, the students had many difficulties with the five aspects of speaking . First, the students had poor English vocabulary. They had not mastered many words with which to express their ideas: Even simple or familiar words such as 'live' and 'grey'. Second, the students' speaking was hard to understand because of poor grammar. They were unable to differentiate tenses regarding the right time of an event, and also they used incorrect reference words such as using *he* or *she* when they wanted to mention an animal. It made the meaning of what they said far from the meaning that they had intended to say. Third, the students lacked the ability to pronounce English words correctly. They were confused about producing good pronunciation of letters or words, even less if there were two words with similar spelling, for instance, *high* and *height* or *huge* and *hugs*. Fourth, fluency also became a problem because the students could not convey their message with the right vocabulary, grammar and pronunciation. They made many pauses and used fillers like *err* and *arr* when they did not know what to say next while speaking. This caused their speaking to not run well. All these aspects, just mentioned, influenced the comprehensibility of what the students were saying and made it difficult to catch the meaning of what they were saying.

Then, in the post test, after the EG had been taught by using the Three-Step Interview technique, the EG students' achievements increased for each aspect. It is undeniable that this successful achievement came from the effectiveness of the TSI technique itself. The implementation of the TSI technique in teaching ESL speaking motivated and activated the students to speak better as well as training them in the ways to ask, answer, and share information (Kagan, 1994). The EG were given the learning activity treatment for speaking four times. The effect on the EG students can be seen from the improvement in their achievements in every one of the five aspects of speaking.

The results showed that the increase in the aspect of grammar was 24%, vocabulary 13%, pronunciation 15%, fluency 17% and comprehensibility 22%. In terms of the grammar aspect, the students learned many grammatical rules in the process of conducting the interviews. They learnt the structure of how to ask and answer questions as well as how to report information. They were encouraged to use the verb *to be* with appropriate tenses in greetings, , WH questions, yes/no questions, with conjunctions etc. to interact with their partners. In terms of the vocabulary aspect, the students had to speak out loud their questions, answers and reports in words and sentences in

order to act out their roles as interviewer, interviewee or reporter. These actions required learning appropriate vocabulary based on the topic. The students asked and helped each other with information about unknown or new vocabulary as well as getting words from the teacher and/or from dictionaries. Thus, this technique enriched the students' vocabularies.

The aspect of pronunciation also improved. The students performed better in pronunciation by adapting and correcting their pronunciation during the drilling section. They heard and found each word by giving attention to the way of pronouncing it from the regular interview process. In the aspect of fluency, the students also showed improvement. During the learning process, they acted out their roles repeatedly by speaking them, so the repetition trained them in habits of speaking. The last aspect was comprehensibility on which they also improved after the treatment. Surprisingly, based on the final result of the test, this aspect as well as grammar showed a higher improvement than the other ones. This enhancement happened because during the teaching-learning, the students focused on and listened to the questions and answered them carefully to their partners in order to meet the goal of the interview. Certainly they were more comprehensible when they used correct grammar and collocations and better pronunciation. Briefly, each aspect of speaking is intertwined with each other in order to achieve an effective communications goal.

The explanation for each component above shows that the TSI technique was effective for improving the ESL speaking of the students. The findings from the study verified the view of "social interaction" from Vigotsky, (1978) who said that the role of social interaction in increasing the amount of comprehensible output from students is very crucial. This condition can only be found in work-group or pair learning, but not in individual learning. As Kagan has stated in Jacobs et al (1997) that the students' interactions between the interviewer and the interviewee during the process of teaching-learning for the interviews will automatically teach them to learn what to say and how to say it in English. This then influences the improvement of their speaking ability because they practice saying things or speaking a lot. Furthermore, as the function of speaking is for communicative purposes, a good way for students to practice it is by doing socialization with their classmates in the classroom. So co-operative learning is an effective method for teaching-learning as it creates interactions amongst the students (McCafferty, 2006). This study also

confirmed that the students showed better development of speaking skills when they learnt ESL speaking by using TSI than by means of the teacher-centered approach.

***Students' Responses to the Application of the Three-Step Interview Technique for Teaching Speaking at MAS Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar***

The findings from the questionnaire answered the second research question. The results of the questionnaire showed that the EG students had a very positive response to the use of the TSI technique in their ESL speaking classroom. In the first part of the questionnaire, questions number 1 to 4 dealt with students' motivation. Most of the students said that they liked to learn ESL speaking by using a fun and enjoyable strategy. They felt that they were motivated to learn speaking through the TSI technique. This was because they had to try to speak by building their interaction with their classmates in pairs and small groups, which stimulated them to speak actively and do more experiments with their target L2 (Kessler, 1992). They were happy to find their partner in their group, to interview each other, to get each others opinions and to share information with the others in their group.

The second part of the questionnaire was about how the students learnt to understood the learning materials by using the TSI technique. The results indicated that the majority of students said that the technique helped them to understand the material easily. The material taught to them was report text/genre which requires the students to report one's ideas after an interview. While they were doing the interview with each other, their ideas became widely spread spontaneously referring to the questions and the answers from their partners. Then, the students were enthusiastic to learn the material because they could interview each other to find out each other's opinions. Absolutely, each one of the students' opinions was interesting and unique to remember.

The next part of the questionnaire concerned the advantages of the TSI technique for developing the students' speaking skills. Based on the results, the students thought their grammar, vocabulary, pronunciation and fluency as well as comprehensibility were better and had improved after teaching-learning by using the Three-Step Interview technique. This is supported by Kagan (1994) and Thirumalai (2002) that the technique urges students to communicate in a specific context of conversation in which the students have to act out the roles of

interviewer, interviewee and reporter. Automatically, each role has a different area to overcome and to prepare for. Thus this encouraged them to spend their time productively to the maximum of their ability. This kind of group work is very suitable for students to learn to share, to complete, to compete and to foster their own and each other's learning.

The last part of the questionnaires was about the students' interest in learning as a team as in the TSI technique. From the results, almost all of the students agreed that they were interested and attracted to practice English in a group, as in the TSI technique, as they could prepare their task in the small group before having to present to the class. This put off one of the major inhibitions of students in speaking in public, which is speaking to a large group. The TSI technique also stimulated them to get ideas and to control what they had to say in the topic area. The topics used were particular topics familiar to the students which they could understand easily when interviewing each other.

The students' success was developed by following some basic principles of group work during the teaching-learning processes. As confirmed by Johnson et al. (1998), such techniques help students to promote their positive independence, interdependence, individual and group accountability, face-to-face interactions, interpersonal skills and small group skills for group processing.

As the first step of conducting the technique, the students were divided into groups of 4 which consisted of two pairs where each member was given specific roles to act. The positive interdependence was built here. Every member of a group was like a member of a family. The students helped each other by explaining and exploring the instructions and the tasks clearly if their partner still did not fully understand them. Each of them played different roles which varied over time and which reflected the success of their group. This directly influenced the students' awareness of themselves and of the accountability of the other members of their group. The students asked, controlled and gave suggestions and/or criticism to their partners. Then, their social skill were developed through face-to-face interactions. Students with both low and high esteem could appreciate and learn new information together from each other, build good communication skills, learn to respect each other, and so on. Besides, they gained many interpersonal skills, such as solving any conflicts in their group, making decisions, learning to be a good, communicator and so forth. Then, the



students learnt how to be a person in a community. The students were asked to sit in a group where they got the rules and got the assignments which they had to do based on the teacher's instructions. In conclusion, every step involved in the technique provided a good opportunity for drilling the learners' ESL language learning processes.

Nevertheless, there were some challenges for the writer in applying the TSI technique during the treatment. The writer needed extra energy to control the class, because the treatment was conducted in a large class of 33 students, where there were some students who seemed to be uncomfortable with learning in a group. Notwithstanding, these challenges made the teacher more creative to design and modify the TSI teaching-learning processes for developing ESL speaking skills.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the research, there are two points which can be concluded related to using the Three-Step Interview technique for teaching-learning speaking ESL.

Firstly, the use of the Three-Step Interview technique for teaching-learning speaking ESL with the year 11 EG students from MAS Tgk. Chiek Oemar Diyan at Indrapuri in Aceh Besar District in the academic year 2016/2017 was more successful compared to the CG students who were taught using the teacher-centered approach. Therefore, the Three-Step Interview technique can be considered an effective alternative way for improving students' ESL speaking skills, particularly in the aspects of grammar and comprehensibility.

Secondly, the EG students' responses were quite positive (81%) toward the use of the TSI technique in their ESL speaking classes. In other words, the students indicated that they obtained many advantages after teaching-learning speaking ESL by using the TSI technique, in particular the students were more interested and more motivated to learn speaking. They became used to working together for group work as well as for individual tasks. They were trained to be more effective students in terms of their cognitive, psychomotor, and affective development. Certainly, all of these benefits were able to support the improved success of the students, especially to become more competent EFL English speakers.

To language teachers, it is suggested that they should try using various strategies to improve teaching-learning ESL speaking, one of which is using the Three-Step Interview technique. It can play an

important role for the development of the students' speaking skills and/or for other skills, such as listening. The activities in this technique will teach the students how to speak actively and how to listen carefully. It also effectively builds student-student interactions by learning in pairs and in groups. The interactions which build up in the classroom activities decrease the students' anxiety and increase their motivation to express their thoughts. Students learn that they should change their attitude from being passive to becoming active learners. The students also learn that they have to build up their vocabularies in order to do the activities in the Three-Step Interview technique so it will run smoothly. Lastly, it is expected that the findings from this study can become a valuable additional reference for researchers in conducting further research that contributes to teaching-learning about ESL speaking and language development.

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